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ABSTRACT

This paper describes the guidance program at Harcum Junior College and its incorporation into the educational programming activities at the institution. Various functions of the guidance services are described including test interpretation, individual and group counseling, and career planning. The importance of the influence of faculty and counselors on student development is emphasized. Information provided to staff and counselors to improve their effectiveness is discussed. Other programs are presented, including the Peer Resources Program and the Career Resource Center. In addition, 11 paths to emotional maturity are outlined, which are intended to assist students in achieving greater personal awareness to cope with new responsibilities in their future roles. (JAC)

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A Two-Year College Guidance Program: Its Varied Dimensions

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A Two-Year College Guidance Program: Its Varied Dimensions

The guidance program at Harcum Junior College, a private, independent college for women, is incorporated into its educational programming; it is an academic-collateral program. The measurement and interpretation of student placement test information is an essential component of the guidance function, for it assists students in making decisions and examining their progress in reference to their aspirations and goals. It also offers important information to assist faculty guidance-advisors in their counseling of students. The comprehensive guidance service at Harcum embraces the following dimensions:

1- testing the reading ability, critical thinking, study habits and personality of freshmen.
2- individual counseling regarding social, personal, and educational/vocational problems. to students
3- a rotating counselor available/during evenings.
4- group counseling sessions.
5- a team approach to counseling; i.e. professional guidance staff; faculty guidance-advisors; house firectors; administrative personnel.
6- special interest speakers.
7- referral to outside agencies.
8- the Peer Resources Program of student guidance aides.
9--the Career Resource Center.

All college counseling personnel are provided with information on typical problems, as well as with suggestions for making interviews more fruitful; i.e. ways to put the counselee at ease; ways of winning confidence; and ways of best conducting interviews.

A FRAMEWORK

The essential character of the teaching-learning process at Harcum is that education-learning embraces acquiring knowledge of ideas, and training-learning is concerned with the acquisition of vocational skills. The college is committed, with equal emphasis, to both the education and training of students, for it does not consider these two dimensions of 'total' learning to be mutually exclusive.

Today, there is no question that teachers may exert an immense impact upon the lives of those they teach and counsel. Much research evidence now exists that there are four characteristics which are critical to, and closely ident ified with successful living. These are:

1- feeling good about oneself.

2- having a sense of self-identity.

3- developing a sense of social responsibility.

4- developing the ability to adjust to situations and changing circumstances.

As teachers help students acquire the necessary abilities to cope with society and its complex problems, as well as learn the necessary skills to obtain jobs, the students generally respond in a positive manner. As 'impact' adults in the lives of Harcum students, ALL memembers of the Harcum community share a very critical common goal - to present a fair and realistic picture of the various options available to them, yet being scrupulously careful to let them make their own decisions. Additionally - each time a faculty member influences a Harcum student, he/she 'teaches' ! This they do either by helping her reach a better understanding of a topic, or by stimulating her to modify her behavior, attitudes, or viewpoint.

To insure the 'health' of any two-year college, it is essential that its guidance program be incorporated into its educational programming, and not merely be 'attached' as if it were an unrelated, external function. The rationale for guidance being in a collateral-functional relationship with the academic progams is a very compelling one for:

"It is generally acknowledged that education does not take place in a social vacuum. Each day, the individual learner experiences varying degrees of social contact. The individual must learn well the art of interpersonal relationships if he is to be successful in communicating his 'educated' views to others. Important as they are, intellectual growth and development are not the sole objectives of education. The social and emotional, as well as the intellectual development of the individual, are the broader goals being sought. Such terms as 'self-fulfillment', 'self-actualization', and 'developing one's talents', all suggest objectives which are not necessarily confined to intellectual activities. Additionally, we concern ourselves in education with such personal traits as consideration, patience, and understanding; recognizing that knowledge alone, without understanding, is sterile; that intellectual brilliance without consideration for others may be cruel; and that academic snobbishness, or intolerance, if you please, is boorish!" (Blai, 1966)

"Today, as we all recognize, in relation to educational and vocational decisions, the minimal assessment criteria for the information of students should include measurements of achievement, capacities, and interests. In short, the ultimate purpose of the entire testing enterprise should be to provide the student with the most accurate, complete information we can develop of his multiple potentialities." (Blai, 1968)

Needless to say, the more accurate and complete the test data, the greater the opportunity for the student to become aware of the viable options available to him. In short, this assessment process is the capstone in assisting each student to examine where he is now in reference to his aspirations and future goals.

A Vital Guidance Dimension: Test Interpretation

The measurement and interpretation of test information is an essential component of the guidance function. The concept of student decision-making, or choice, is now of central importance in education-vocational guidance. As currently conceived, guidance focuses on assisting students, both individually and in groups, to assume responsibility for making their own educational and vocational-career decisions. This realistic approach enables the students to make decisions relating to their educational-vocational choices which appear both reasonable and sensible to them.

Within the above-noted conceptual framework, it becomes absolutely essential that comprehensive and accurate information be available for each student. It is this information which should form the basis for reaching considered

decisions, and today it is generally accepted that each student should have available both complete and accurate facts.

As a first step in the accumulation of test results information to help guide students, one must carefully select appropriate test instruments to reveal essential facts about the student relating to his abilities, aptitudes, attitudes, and interests. The data developed should reflect information which yields a better understanding of the students qualifications. The data developed is complex for each student has multiple potentialities, both educationally and vocationally. This, of course, requires that a battery of tests and inventories be administered since no single job nor specific educational pattern is the sole option available or suitable for the individual.

The implications of this multiplicity concept are particularly significant when making vocational and educational choices. Replacing the old trait and factor approach to vocational assessment, students at each stage of their maturation and development are regarded as having a series of feasible possibilities. This is a substantive change from being limited to merely one, or perhaps two, specific choices.

Many tests and inventories in the areas of achievements, aptitudes, and interests, have conclusively proven their worth, both in terms of reliability, (consistency in measurement) and in validity, (accuracy in measurement). Therefore, the careful analysis and interpretation of test information can serve as a solid foundation for use at all educational-vocational choice-points. Once this step of test data interpretation has been taken the next step follows logically; to assist the student in considering the test results as they realistically relate to the student's vocational plans and aspirations.

At Harcum, over the years, the battery of tests and inventories administered to freshmen during Orientation Week have included: (1) School and College Abilities Test; (2) Sequential Test of Educational Progress; (3) Nelson-Denny Reading Test; (4) Study Habits & Attitudes Inventory; (5) Gordon Personal Profile; (6) Hackman-Gaither Vocational Interest Inventory;

(7) General Abilities Test; and (8) College Board SAT. This array of instruments has furnished extensive information relating to the achievements, capacities, interests, special skills, and personality dimensions of Harcum students. It has helped them to make sensible decisions and choices regarding their educational preparation for their chosen vocations. In addition, the information is made available, in the form of test results and interpretation, to faculty guidance advisors to assist them in their counseling of students.

Counseling: A Keystone Dimension

Harcum's logo - "The College That Cares and Prepares" truly reflects both its educational philosophy and educational practices. In the words of Harcum's president, Dr. Michael Duzy, Harcum's logo ... "covers succinctly the Harcum commitment to her students". Simply stated, the college has but one goal, to help improve the quality of life of all who choose to attend Harcum.

To achieve this single, overriding goal, the college, in the words of President Duzy ... "cherishes, as a prime objective, to provide an educational experience for young women which has, at its core, concern for the individual. It seeks to offer a preparation of total student development in which the student is truly central. To the qualified observer, the strength and excellence of the teaching is apparent, and it is further evident that the faculty is both willing and able to keep it so."

One might reasonably ask the question: "Why does Harcum have these particular concerns?" The answer is concisely expressed in another observation by President Duzy: "For teachers to know them, and for students to be known by teachers creates a favorable climate for learning."

As an integral part of its educational practices, Harcum has vigorously practiced an effective, meaningful counseling service as part of a comprehensive student guidance service. Over the years it has embraced the following dimensions:

1- Freshman testing in which the Nelson-Denny Reading Test; the Watson-Glaser Critical Thinking Appraisal; the Survey of Study Habits and Attitudes; and the Sixteen Personality Factor Questionnaire have been administered to all new students during Orientation Week,

2- On-going, individual counseling regarding personal, social, and educational-vocational problems,

3- A rotating counselor, available to students during evenings, as well as being available to serve as a referral and screening agent for more serious and complex problems,

4- When a specific area of concern becomes prevalent, group counseling is conducted. The groups usually consist of less than ten students so that a closer, freer atmosphere prevails. As a general rule, these group sessions have been supplemented by one-to-one counseling contacts to permit periodic evaluation of each student's individual progress.

5- At Harcum, all members of the college community are involved in a team approach to counseling. Faculty referrals are one of the prime sources of student counseling, and the faculty freely and frequently refer students to the Counseling Center for assistance,

6- Supplementary guidance assistance is also offered by knowledgeable speakers in fields of special student needs,

7- In cases where a problem is deemed serious enough, or too deeply rooted to be handled by the college Counseling Center, a referral is made to an appropriate outside agency. This may be a psychiatrist, psychologist, Bryn Mawr Youth Psychotherapy Center, or a community health center.

At Harcum, counseling is a 'way of life', not merely a rhetorical policy statement. It reflects a close and warm faculty-student interaction which is a distinct characteristic of the Harcum scene. It is, unquestionably, an important reason for the exceptionally low student attrition rate which Harcum has maintained over the past five years, (5.6% annually), as well as the rate

over the last decade, (6.3% annually).

Although centralized and specialized counseling-guidance services are offered by the College through its Counseling and Career Resources Centers, this in no way relieves other staff personnel and faculty of their important responsibilities in this area. At Harcum, student counseling is considered to be the collective concern of all who interact and communicate with students regarding their evolving life-values.

The following information is provided to all staff personnel and members of the faculty to help make their student counseling interviews more fruitful:

1- Counseling is a w-step process whereby an experienced person assists a second person to understand herself and her opportunities, and to make appropriate adjustments and decisions in the light of this understanding.

2- In any counseling situation there are four basic steps: (a) Establish rapport; make the counselee feel 'at home'. Help release fear and tensions by 'relaxed' talk. Find some situation to talk about that provides a 'common ground' between yourself and the student; (b) Identify the problem; what the student states may not be the real problem!! (c) Arrive at a course of action. Work out jointly with the student a course of action which will tend to resolve the present problem, and lead to continued student growth and development; (d) Follow-up and evaluate. Check, by subsequent interveiw and observations, to assess if course of action agreed upon is working satisfactorily.

3- Some useful suggestions to consider in connection with counseling interviews include:

(1) Help counselee feel at ease	Begin in an interested and friendly manner. Be natural and sincere. Take it easy. Insure privacy. Follow counselee's lead in getting into the discussion of her academic, vocational, and personal-social adjustments. Provide comfortable setting.

(2) Win counselee's confidence	Show a sincere interest. Recognize and respect her attitudes and ideas. Stress her strengths. Increase her self-respect. Do not violate confidential information from or about other counselees. Don't be hurried. Let her talk. Do not pry. Try to understand her point of view. Do not sermonize.
(3) Try to make the interview helpful.	Encourage counselee to express herself frankly and freely. Encourage an analysis of any problems mentioned. Observe reactions, mannerisms, and tensions to locate areas of key concern to counselee. Listen and observe. Listen for counselee's theme song. Provide for emotional release. Stimulate self-examination and self-help. Try to help counselee carry responsibility for own problem. Don't take over.
(4) Keep interview going	Try to move into helpful action. Don't get too far afield. Stop and summarize. Emphasize decisions and plans made by counselee. Restate counselee's ideas to help insure mutual understanding. Try to explore all desirable, positive aspects.
(5) Guard against yourself	Don't take over the responsibility for the problem. Watch your own biases, attitudes, and values. Be sure you are talking a language you both understand. Don't push, coerce, or decide.
(6) Close the interview carefully	Plan the next course of action. Use other resources as referral aids. Stress plans involving counselee action to help reinforce the habits of self-determination and self-discipline.
(7) Follow-up!!	Be certain to follow-up with counselee to evaluate effectiveness of the planned action, and whether or not counselee needs additional help.

The three areas of student adjustment which are of concern to Harcum staff and faculty include:

(a) Her scholastic environment: how well she progressed in her studies.
(b) Her social environment: how well she effects interpersonal relations with her peers, college staff and faculty, and other social contacts.
(c) Her self environment: how well she accepts herself as a person.

Although these three areas are distinguished here for identification purposes, in reality they are very closely interrelated: a major event in any one of these adjustment areas is usually accompanied by changes in the other two. For example, various problems can interfere with effective learning. In order to minimize such interference students must be helped to become increasingly competent in resolving such problems. Some of the general areas in which students may encounter problems include:

1- Education: selection of a course of study; being a slow learner; exaggerated fear of tests and examinations, etc.
2- Vocational: Choice of a vocation; discrepancies between abilities demanded by the job and the student's qualifications; little or no interest in college courses, etc.
3- Personal and Social: getting along with roommates, peer group, faculty, and staff; dates; personal appearance; few friends; ill at ease in social affairs, etc.
4- Health: physical and mental; not too strong; frequent illness; worry over possible illness; fear of possible mental or emotional instability, etc.
5- Ethical, Moral, Religious: standards of conduct; social responsibility; confused religious beliefs; moral weakness such as cheating, stealing, etc.
6- Recreation and Leisure Time: Budgeting time; choice of activities; too many co-curricular activities, etc.
7- Sex Problems: insufficient correct knowledge of the subject; concern over personal sex habits, etc.
8- Home: conflict with parents; divorce or separation in family; general conditions of insecurity at home, etc.
9- Physical Defects: concern over poor eyes; hard of hearing; speech problems; etc.

The professional staff in both the Counseling and Career Resource Centers can, and do, provide leadership stimulation and specialized services within the total guidance program at the college. However, they do not replace the vital counseling role of the individual faculty or staff members outside of these Centers who are in daily contact with individual students. Additionally, a key element of Harcum's counseling assistance to students is furnished through the Peer Resources Program.

This program was established to develop and utilize student peer leadership and to help in the delivery of student personnel services to other students. In essence, this is a program utilizing students to help other students. This approach is based on the assumption that adolescents in many instances are

responsive to peer influences, pressures, and controls when efforts of adults, (i.e. faculty and/or staff members) fail to reach them. Many times, students relate better to other students than to faculty or staff members. Frequently it is easier for students to identify and empathize with each other on an intellectual and feeling level because of the similarity of values, concerns, interests, and goals with which they seek to cope. Also, it can be easier for students to trust one another because they perceive each other to have genuine, helpful, non-possessive motives, where in they may suspect adults of wanting to control their actions.

In launching this program, some twenty-six students were selected to receive training from professionally-qualified personnel. Communication skills, especially listening, interpersonal skills, the decision-making process, and low key group dynamics to discover potential for increased personal satisfaction and achievement have been included in the training program, along with specific facts needed to provide effective referral information.

Each Peer Resource trainee received a packet containing such resource materials as the college catalog; list of available referral services; and books available for loan to students for reference in connection with their particular problem area(s). These referral aids covered a broad spectrum of concerns: where to seek help in study skills; academic and vocational needs; roommate difficulties; anxiety; depression; sexual concerns; drug and alcohol awareness; recreation; entertainment; and travel suggestions.

The specific goals of the Harcum Peer Resource Program have included:

To:

1- Gain an awareness of self and develop more positive feelings.
2- Understand more fully the interaction of personal relationships.
3- Develop sensitivity to own and others' feelings.
4- Develop skill of talking comfortably to a peer about concerns, needs and values.
5- Understand difference between being a "Big Ear" and advice-giving.
6- Deal with day-to-day problems more constructively.
7- Explore ways of functioning more effectively at Harcum.
8- Improve use of school and community resources.

To-date, this specialized counseling service has been 'well-used'. In the words of a former Peer Resource student, ..."We serve as an objective point of view for those students who feel they would rather not discuss their particular problem with a member of the faculty."

Although fewer commuter students have utilized the service, (quite understandable since these students are not making Harcum their 'home-away-from-home'), they have called upon the three commuter-students serving as Peer Resources, as well as tuilizing the information provided on the special bulletin board for Peer Resource Program notices.

It is generally agreed that greater ease and success in relating to others will enhance a student's self-image and result in a more positive and productive attitude toward self, others, college, and home. It helps shape positive attitudes among Harcum students, and encourages them to avoid some of the difficulties in which they have found themselves in the past. At Harcum, the Peer Resource Program is considered to be proactive rather than reactive to student problems: it continues as a vital part of the student personnel services offered by the college.

In assessing the Peer Resources Program and other counseling activities at the college, the volume of counseling interviews is not necessarily sound evidence of a quality counseling service. However, when it is consistently associated with a low student attrition rate, year after year, it does seem entirely reasonable to believe that both the quality and quantity of counseling assistance at the college is more than merely adequate. Since 1966, a conservative estimate of the average annual counseling interviews has been 1900, or the equivalent of an average of 3 per student. The last academic year the total reported was 2042, or an average of 3 per student. The qualifier "conservative" is emphasized because it is known that under the pressure of day-to-day activities, far from all such interviews are tallied on the weekly interview records maintained by staff and faculty personnel.

When the subject-matter of these reported interviews is analyzed, a very consistent distribution becomes evident. Nationally, the American Council on Education has reported that the trend in recent-past years has seen an increase in counseling interviews relating to academic concerns. This trend has also occurred at Harcum; the last full academic year 89% related to academic concerns, and the preceding five years the annual average was 85%, with a 75% average for the preceding seven years. Typically, these academic concerns related to questions about academic progress; faculty clashes; educational-vocational aspirations. The reaiming personal concerns included such items as home-family problems; boyfriends; roommate difficulties; sexual anxieties; financial aid matters; and self-image concerns.

The college, through its Career Resources Center, seeks to disseminate individual job and career guidance information, much of it through counseling interviews. The three principal means utilized include:

1- Personal knowledge and know-how among staff and faculty members regarding conditions of employment elsewhere than in academe.
2- Planned educational of students regarding jobs, careers, and career progressions in specific field.
3- Specific information and assistance regarding job placement, interviews, resume writing, and allied technics.

Fortunately, at Harcum each of these three areas receives attention. Faculty and staff members bring with them extensive and varied work experiences from the non-academic world of occupations. This extremely valuable source of realistic information is constantly utilized to provide down-to-earth vocational counseling assistance. Also, the beneficial value of cooperative employment assignments, (internships), which provide educational enrichment through direct work experience, exists in a variety of curricula offered by the college.

Regarding the third area, Harcum offers its students a centralized, specialized student personnel service - the Career Resource Center. This academis-collateral offers timely vocational guidance assistance, as well as direct job placement assistance to interested Harcum students and alumnae. During the last full academic year the Center's Assistance Indexes were:

Total Center services contacts = 3987
Total registrants for jobs = 485
Total job referrals (FT & PT) = 2271
Total job placements(FT only) = 83
Total part-time & temporary job placements = 248

At Harcum, it has been a long-standing policy, and practice, to extend to each student who will accept it, individual counseling regarding her concerns, aspirations, and hopes. On-going attention is also given to helping her accomodate to a complex world of rapidly changing social values and attitudes; particularly as they pertain to the shifting roles of women in contemporary American society.

With Harcum being the last major educational opportunity for many students to implement their vocational plans, furnishing extensive job and career information is a matter of highest priority within the academic-collateral services offered by the college. Sustained and sympathetic attention to help studetns satisfactorily resolve the concerns which trouble them is, and will continue to be, a major thrust in the area of student personnel services.

Career Planning for Young Women

All too frequently students have said; "Why should I plan a career? I don't expect to work all my life. I'll probably work for a few years after I finish my schooling; get married, and then quit my job to raise a family." In fact, as the Los Angeles YWCA noted in a report on vocational counseling ... "All the current Women's Liberation movement to the contrary, the average girl still believes that she is not destined for paid employment except as a brief prelude to marriage and child-bearing."

Is this a realistic attitude? What are the facts in this regard? It is now a clearly established fact that 9 out of 10 women work sometime during their lifetime. Therefore, the need for them to be appropriately trained and educated is clearly apparent.

Another significant fact: in this second half of the twentieth century, 9 out of 10 women marry at some time during their lives; half before age 21.

In addition, as the U.S. Department of Labor Womens Bureau informs us, 8 out of 10 women become mothers, half having their last child before age 30. By about age 36, the last child of the typical young American woman goes off to school. She is likely to feel the need for new activities to fill her days and challenge her abilities. Besides, like many other women today, she may well feel a need for more interpersonal contact and mental stimulation than is generally offered by unpaid work inside her home.

It is therefore not too surprising to report that those women who do return to the paying, world-of-work can expect to average another 24 years of paid employment. Thus, despite the popular notion that women generally work only a few years after leaving school and then devote all their time to their families, many women actually combine marriage and a job for about a quarter of a century!

In view of the above-noted facts, at Harcum it is considered eminently practical for young women to think seriously, and realistically, about their future roles as members of the American labor force. In reaching a sensible answer to the question; "What do I do after graduation?" - there are several things they can do to help make the answer to that question most appropriate for them.

Perhaps the most practical step for 'successful' career planning is for the student, not others, to choose and decide what their vocation will be. Parents, siblings, friends, guidance counselors, and others, may offer 'advice', but in the final analysis it is the student who really has the most at stake. This very important fact is stressed through the career and vocational guidance efforts at the college.

Another important fact emphasized when students are selecting vocational goals is that they should deal with realities, not romanticized fantasies. Accurate job-related knowledge, complete and detailed, regarding what is typically expected of a worker in a particular occupation, is of major importance in reaching a sensible decision. Common sense alone tells one that such

information is a practical necessity to avoid being burdened with the added handicap of being unsuited, either by training, interests, or ability.

For students at Harcum seeking career-job guidance, they are urged to answer two questions. The first one is: "What are my interests?" As they answer this question they are urged to recognize that they should have a genuine interest in a field of work, not merely a passing, or idle, curiosity. And by "genuine interest" is meant either a desire or wish to gain knowledge and become fully informed about a particular occupation and its customary 'cluster' of related jobs.

The second question the student is asked to answer is: "What are my abilities?" Once again, being realistic is of major importance. Dreamy, wishful thinking fantasies can lead to romanticized conceptions. However, these must be replaced by realistic assessments if the answers are to be of practical value to the student. Obviously, if one is to be successful in a given line of work, one must have the requisite abilities. This simply means that one must have, or be prepared to learn, the skills, knowledge, and attitudes necessary for the successful accomplishment of the duties of the job. Such requisite abilities may be acquired either through training, (e.g., learning how to drive a car); through education, (e.g., learning the multiplication tables, or learning how to spell); or they may be inborn abilities; (sometimes referred to as a 'talent' - such as musical ability or athletic ability).

Students are advised that there are several ways to discover ones real interests and abilities. One set of valuable clues are to be found in the high school courses one has taken for these often have a direct bearing on occupational choices. Generally, the courses in which one did well are those in which one is interested, nad quite often are the ones for which one has the ability to do successful work.

Another excellent source for discovering personal interests and abilities is to consider what one does in ones spare time. What non-classroom and non-

study activities are of interest to the individual involved? Outside of assigned readings, what types of books interest the individual? In what activities has the individual participated? What are the individual's hobbies?

Yet another means for tracking down interests and abilities are the various vocational interest inventories, and the abilities tests which measure one's levels as compared with those of successful individuals working in the field. And finally, there are several other factors which may influence ones vocational choice decisions. These include: ones personality, (i.e. referring to the total of ones distinguishing traits, attitudes, behavior, and emotional responses); what one thinks of others, (i.e. does the individual like working and being around other people, or does the individual prefer being alone?); and last, but not least, two very important personal characteristics - the integrity and honesty of the individual, and a most significant factor which influences behavior, what the individual really thinks of himself; in short, one's self-esteem.

As a final step in developing a successful career plan students must obtain practical and detailed answers to two questions; "what qualifications does the occupation require for successful performance", and "what are the employment opportunities in the field?". Accurate and realistic answers to these questions are probably the keystone for building a sound career plan. If one does not have the necessary qualifications; if one is not aware of what they are; or if one does not have a realistic picture of the employment opportunities in the field, it is virtually a certainty to anticipate job failure(s) and an unhappy future in the working world.

As experience has shown, all too often occupations are selected on the basis of glamorized appeal. Needless to say, these romanticized ideas about what a job is like are far removed from the everyday, mundane facts about the <u>real</u> duties and responsibilities of the job. Occupations such as the theatre, medicine, and music are examples. Often individuals who are otherwise not

qualified select them because they want to be the center of attraction, or perhaps have humanitarian or helping motives in their minds. The hours and hours of drill, proctice, and just plain drudging work, are overlooked or ignored. In short, these individuals have an unrealistic idea of what is actually involved in the particular occupation.

How well Harcum students arrive at career decisions can mean the difference between job-fulfillment or a series of 'sour' work experiences, unnecessary job-hopping, or unemployment! Choice of the 'right' job is, to a significant degree, related to the fact that we are not all alike. There are differences among individuals which are adapted to different lines of work and/or specific jobs. However, in job-career selections the objective is always the same - to match personal talents and career goals with those demanded (required) for the successful performance of the job duties and responsibilities.

Most everyone agrees that wise vocational choices, based upon careful and patient investigations, will help tremendously to insure future job satisfaction. When rhetoric is set aside, it simply boils down to a matter of prudent self-interest, for wise vocational planning does help one to achieve a richly-satisfying career in the working world.

Eleven Paths to Emotional Maturity

Someone once observed that emotional maturity can lead to peace of mind. And man's unending quest for inner peace is clear evidence of the very high level of importance placed upon this personality characteristic.

What is emotional maturity? And what are the exercises of choice that characterize emotionally mature behavior? Emotional maturity may be described as a measure of the degree to which an individual is encouraged to exercise choices; the greater such exercises of choice the greater the degree of emotional maturity (Portnoy, 1972).

At Harcum, students are counseled regarding emotional maturity. 'Model' individuals, functioning in idealized situations are cited as examples of representative and mature exercises of choice. Our 'models,' Judy and Gary, evidence levels of emotional maturity that are less-than-perfect. Like virtually all people, they are less-than-perfect because they do experience changes in their emotional states - both intrapsychically, (within themselves), and interpersonally, (between themselves). In addition, they have been known, on occasion, to display anger and other undesirable traits; in short, they are fallible humans!

On ther other hand, as aware people they recognize that they do not always live up to the standards of behavior each has set her/him self. However, this knowledge does not cause them to panic and accuse each other of being emotionally immature, nor does it precipitate their becoming harshly critical of themselves. As reasonable individuals they simply recognize that their occasional lapses do not represent for either of them a way of life, (i.e. a pattern of repetition, so-called regressive reactions). Rather than grumble and complain, Judy and Gary count their blessings, for each has discovered that they are acpable or, and do evidence, the following attitudes most of the time:

1. Set Priorities:

The emotionally mature individual takes one thing at a time, For people under tension, an ordinary workload can sometimes seem unbearable. The load looks so great that it becomes painful to tackle any part of it, even the things that most need to be done. When that happens, one should remember that it's a temporary condition and one can work ones way out of it. The surest way to do this is to take a few of the most urgent tasks and pitch into them, one at a time, setting aside all of the rest for the time being. Once the individual disposes of these, the remainder will not appear to be such a horrible mess after all! The person finds that they are now in the swing of things, and the rest of the tasks go more easily. Should the individual feel he can't

set anything aside to tackle things in this sensible way he should pause and reflect. Is he sure he isn't overestimating the importance of the things he does - that is, his own importance? The emotionally mature person knows better than to fall into the trap of overrated self-importance!

2. Go Easy With Criticism:

Some people expect too much of others, and then feel frustrated, disappointed, even 'trapped' when another person does not measure up. This other individual might be a wife, a husband, or a child whom we are trying to fit into a preconceived notion; or perhaps even trying to make over to suit ourselves. It is always well to remember - each person has his own virtues, shortcomings, values, and his own right to develop as an individual. People who feel let down by the shortcomings, real or imagined, of their relatives are really let down about themselves. Instead of being critical about the other person's behavior, one should search out their good points and help that individual develop them: this is what the emotionally mature person will do.

3. Maintain Perspective:

Those who are emotionally mature approach most situations in life with an attitude of 'giving' rather than 'taking'. Being interested in someone or something other than oneself is one of the cardinal characteristics associated with the mature person. Being possessed with a healthy sense of self-worth, these mature people exhibit an absence of fear that they will be taken advantage of. They recognize that among people there are bound to be some frustrations because of the less-than-perfect human relations practices that exist. These emotionally mature individuals develop a tolerance to this reality dimension, and almost always give fully of themselves in living.

4. Do Be Sensible:

For those who have developed emotional maturity, the 'superman' urge is one they have learned to shun. Some people simply expect too much of themselves. They get into a constant state of worry and anxiety be-

cause they think they are not achieving as much as they should. They try for perfection in everything. The wise thing is to decide which things one does well then put ones major effort into these. There is a strong likelihood that these are things the individual likes to do. Consequently, these are most likely to give the individual the most satisfaction.

After these come the things one can't do so well. One should be sensible about them - give them the best of ones effort and ability, but do not take oneself to task when one finds one cannot achieve the impossible!

5. Talk It Out:

When something worries emotionally mature people they usually talk it out; they just don't bottle it up. As often as not they confide in someone whom they trust and whose judgment they value. Such talking things out helps to relieve the natural strain of being concerned about a problem. It also frequently helps one to see one's worry in a far clearer light. In that clarification is often found a way to successfully resolve the problem underlying the worry.

6. Control Anger:

The emotionally mature person has come to learn that more often than not anger is hiding an entirely different feeling. The individual recognizes that anger is just one more emotional outlet; something that can be channeled into other alternatives which do not pose a threat to the individual. This they do by seeking to 'surface' or face-up to the underlying factor or feelings behind the anger display. They also develop a realistic set of responses to cope with potentially threatening situations. These include: developing a sense of personal security; a sense of personal worth; and a low key ratner than a crushing drive for success.

7. Respond To Others:

These mature individuals are aware that others, too, have feelings, hopes, aspirations, and needs in their lives. In addition, the emotionally mature have outgrown the instant gratification behaviors of their childhood, displacing them in large measure with the mature capacity for loving others. Their sensitivity to others is expressed in their readiness to respond to the needs of others.

For the emotionally mature, making themselves available to others is a regular pattern of behavior. Many of us have the feeling that we are being 'left out', neglected, even rejected. Often we just imagine that others feel this way about us, when in reality they are eager for us to make the first move. It may be we, and not the others, who are depreciating ourselves. Instead of shrinking away and withdrawing, it is much healthier to continue to make oneself available. To be practical, one should make some of the overtures instead of always waiting to be asked. Of course, the opposite of withdrawal is equally futile. Pushing oneself forward on every occasion is the kind of behavior easily misunderstood; it could easily lead to real rejection. Between these two extremes there is a middle ground; the emotionally mature walks this path.

8. Take Charge:

Instant self-gratification is both expected and tolerated as acceptable behavior for infants and younger children in our society. However, when personal indipendence has been achieved, (the freedom from dependence upon parents and others to 'feed' one, emotionally), at this point in development emotional maturity has made the scene. Although the mature individual may build strong and lasting emotional relationships with others, nonetheless that individual remains free from domination by them, and does 'take charge' of events and decisions affecting his own life.

9. Be Generous:

The emotionally mature give the other person a break. When

people are under emotional tension they often feel that they must 'get there first' to edge out the other individual, even though the goal is as trivial as getting ahead on the highway. If enough of us feel that way - and unfortunately many of us do - then everything becomes a frenetic race in which someone is bound to get injured. The 'injury' could be physical, such as on the highway, or it could be emotional and mental, as often occurs when individuals try to lead a super-full life.

In point of fact it need not be this way. When one gives the other person a break, very often this makes things easier for oneself. This is due to the fact that if the other person no longer feels threatened by you very often that individual stops being a threat to you.

10. Escape For A While:

Those who enjoy emotional maturity know that sometimes, when things go wrong, it helps to escape from the painful problems, even though it is simply for awhile. To lose oneself in a movie, a book, a game, or perhaps a brief trip for a change of scene, can help to 'defuse' a tense, unsatisfactory situation that looms as a problem. Making oneself 'stand there and suffer' is a form of self-punishment: it is not a way to solve a problem. Realistically, it is perfectly healthy to escape punishment long enough to recover breath and balance. However, the emotionally mature individual is prepared to come back and deal with the difficulties when that individual is more composed and in a better frame of mind to deal with it.

11. Give In Occasionally:

For the person who has learned to respond in an emotionally mature fashion, this can be a valuable ploy. If one finds oneself getting into frequent quarrels with people, and feels obstinate and defiant - it is time to remind oneself of the fact that this is precisely the way frustrated children behave! Naturally one should stand ones ground if convinced one is right, but it should be done calmly and also allowance should be made

for the fact that one could turn out to be wrong.

Even though a person is dead right, it's easier on one's system to give in once in a while. Usually when a person yields others will too. If one can work out this pattern of giving in, occasionally, the result will be relief from tension, the achievement of a workable solution to a problem, and a simply great feeling of satisfaction and maturity.

All in all then, our 'models', Judy and Gary, are number ed among the emotionally mature, for they are reasonably content individuals who have developed a healthy capacity to relate to others. Because of their general outlook in life, they are among the more fortunate ones who generally recognize their own fallibilities and accept the real world for what it is: both good and bad; pleasant and unpleasant; ugly and nice; hostile and friendly - even happy and sad! An finally, they recognize that more often than not it is a bit less than utopia, but always - it is vitally exciting!

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In brief summary, the basic tenet of Harcum's total guidance service is to assist the student to achieve greater personal awareness so that she may effectively cope with the varied responsibilities thrust upon her in her collegiate and post-collegiate life. While attending Harcum Junior College this time of separation from family and friends, most particularly for resident students, at the precise moment when the young adult is often floundering in the search for personal identity, can be a most difficult period of transition. It is marked often by crisis. The Harcum guidance-counseling program strives to provide for each student a climate of acceptance and sensitive understanding so that she feels free to bring a problem to the Counseling Center or the counseling interviews and members of the Harcum faculty; the freely and frequently make such referrals.

In short - Harcum considers its primary purpose to be to help prepare

its students to take their chosen places in today's world, equipped not only with necessary academic and work-related skills, but also a sense of self and social awareness. Harcum is keenly aware that the contemporary woman in American society fulfills a variety of roles throughout her lifetime. Consequently, the college seeks to prepare its students for their future roles as family members, workers, and concerned citizens of their communities.

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